

ORGANIZATIONAL SYSTEMS AND PROCESSES

What the Research Says

All organizations have systems by which they define roles and responsibilities, manage operations and lead change. To operate effectively, the systems themselves must be clearly defined and managed (Bolman and Deal, 1988). An effective system has the “right” people doing the “right” things in the “right” way.

As organizations seek to change, systems must change. If little systemic strength exists in an organization, then clearly defined plans must be developed and implemented to increase the probability that change will occur (Novick, Kress, et al., 2002).

Research conducted by the Virginia Department of Education indicates that schools rated accredited with warning for multiple years tend to have weak systems for defining roles and responsibilities, for managing operations and for leading change (Virginia Department of Education, 2002). Conversely, earlier research conducted by the department found that high poverty schools having high levels of student achievement had well-defined, effective systems in place (Virginia Department of Education, 2000).

What Virginia Says

While neither Virginia law nor Board of Education regulations specifically require that certain systems be in place, it is understood that effective systems and processes

are needed to accomplish tasks required by SOA. For example, as the instructional leader of the school, the principal is expected to protect instructional time, analyze test results, provide professional development, monitor and evaluate the quality of instruction, allocate and manage resources, facilitate communications with parents, and maintain a safe environment for learning. The success of the principal in accomplishing these tasks depends on the implementation of effective systems and processes.

SYSTEMS AND PROCESSES INDICATORS

Number

Descriptor

SP 1 **Systems**

- SP 1.1 Using the school's beliefs, vision, and mission to set goals, establish systems, and develop procedures
- SP 1.2 Analyzing data to identify strengths and needs at the individual and school levels
- SP 1.3 Involving stakeholders in developing systems and processes that address identified needs and the school's improvement goals
- SP 1.4 Providing decision-makers with the information needed to solve problems and make effective instructional decisions
- SP 1.5 Using accurate and complete information to make decisions related to improvement initiatives
- SP 1.6 Monitoring and adjusting systems and processes to promote continued improvement

SP 2 **Processes**

- SP 2.1 Establishing systems and/or processes that focus on identified needs
- SP 2.2 Designing and defining processes so that desired tasks are accomplished according to expectations
- SP 2.3 Addressing issues that may hinder the accomplishment of tasks
- SP 2.4 Involving staff in the development of processes and in making decisions related to implementation
- SP 2.5 Designing processes that are cost effective with regard to the use of human, physical, and financial resources
- SP 2.6 Allocating sufficient resources to accomplish tasks
- SP 2.7 Assessing the degree to which processes are implemented and tasks are completed as intended
- SP 2.8 Assigning staff members to monitor implementation of processes

SP 3 **Procedures and Activities**

- SP 3.1 Providing opportunities for those affected by organizational changes to have input into the development of expectations and procedures related to the changes
- SP 3.2 Specifying procedures to be implemented and activities to be completed as part of the established system/process.
- SP 3.3 Communicating expectations and responsibilities of individuals and groups in implementing procedures and activities
- SP 3.4 Establishing timelines for completing specific activities
- SP 3.5 Ensuring that activities are completed according to established timelines and procedures
- SP 3.6 Evaluating implementation of procedures based on their alignment with identified goals and the degree to which they advance the goals